

Health and Wellbeing Board

21 January 2020

Report of SEND Local Area Improvement Programme

Background

Following the SEND Local Area Inspection of Walsall Council by Ofsted and the CQC it was found that there were 9 areas of concern and that a Written Statement of Action (WSOA) was needed from the Council.

The findings of Ofsted were presented to a number of bodies including the SEND Improvement Board, Schools Forum and a Briefing of head teachers, as well as Parents, through FACE, Clinical Commissioning Groups and Local authority managers.

The WSOA was submitted to Ofsted on 12th August 2019, one day before the deadline. On 11th September 2019 we received notification that the submitted Written Statement of Action required further work to make it fit for purpose and the local area had 20 working days before resubmission on 9th October 2019.

They advised:

- that the actions in the statement should relate precisely and explicitly to the area that needed improving and individual staff with responsibility for completing the actions, within education, health and care, being clearly identified.
- success criteria being more clearly defined so that leaders are able to measure the impact more clearly.
- milestones identified against each action, allowing monitoring of the progress.
- information added about the commitment of the Local Authority to resourcing the improvement programme both financially and through staff resources.

The draft report was submitted to Peter Humphries HMI for comments before final submission and further improvements were made following his feedback. The final Statement of Action was submitted by the 9th October.

In addressing Ofsted's areas for review we added columns for milestone dates, more specific and measurable outcomes and identifying those responsible for the actions. Greater detail was provided in relation to specific outcomes by the addition of data

as well as addressing all of the concerns in the Ofsted response. Confirmation of the commitment of the Council through increased resources was also included.

On the 23rd October we received word from Ofsted that the Statement of Action was deemed 'fit for purpose'. This is publicly available on the Walsall website <http://go.walsall.gov.uk/education/send>

Developments

Towards the end of October Anne Birch left her work in the Authority and the Strategic Lead work was taken over by Graham Pirt (SEN Specialist).

Changes have been made to the reporting process, streamlining the work and increasing the accountability in all levels reporting to the Local Area Inspection Improvement Board (LAIB), as well as the Transformation Board, Directorate Management Teams for Children's and Adults' Services, the Strategic Education Inclusion Board and the CCG Governance Board. The final governance is through the Health and Well-being Board.

Monitoring activities include 1:1 meetings between the Strategic Lead and the 4 main Workstream Leads plus performance lead. Monthly meetings of all activity owners in the WSoA from Education, Health and Social Care, which includes Parent/Carer representation. These take place before the monthly meeting of the Local Area Improvement Board with an Independent Chair.

Terms of Reference were also agreed for the operation of the LAIB with representation from all areas concerned with SEND.

This clearer and more consistent reporting format from workstreams enables the Local Area Improvement Board to see where developments have been made against timescales and where any risk may be emerging. Work is progressing on a number of actions identified within the Written Statement of Action and progress and any risks are being reported at the LAIB. This is further enhanced by a progress dashboard against key performance indicators (Appendix 1)

Progress

Work had already started on the actions prior to the final submission of the WSoA, which are reported at the monthly meetings of the Local Area Improvement Board (LAIB). Work has continued on the WSoA to monitor the progress made against the actions within the plan. A substantial amount of work has taken place across Education staff, Health Authority personnel and Social Care staff as well as parent groups in taking the actions forward.

Currently, many of the actions are underway, as specified in the timescales, and some have been completed. The progress is being measured by workstream leads

against a GANTT chart and the performance framework to ensure that we remain on track and do not fall behind in any areas.

The required outcomes to address the nine areas of concern are set out in the Written Statement of Action, managed by four workstream Leads and reported at each meeting of the Board by those Leads. Workstream Lead Reports are presented with the minutes as well as a risk register to outline where there may be concerns and what action is needed.

Progress has been made in many areas of the Written Statement of Action.

Agreement and structure of governance for SEND across the local area within the Local Authority and the Clinical Commissioning Group has now been achieved so that there are clear lines of responsibility for improving provision for children and young people with special educational needs and/or disability.

The Local Area Improvement Board is a rigorous means of ensuring progress and has broad representation across all bodies and parents and carers so that joint commissioning is consistently addressed.

Work has commenced on improving the function of the Independent Service for Special Educational Needs (SENDIAS) allowing parents and carers to obtain independent advice.

Provision for pupils with autistic spectrum disorder is being improved with input from the newly constituted Autism Working Group that includes parents and carers within the group. This group considers the provision that exists within the authority and makes recommendations to help improvements. The meetings are well attended by parents and carers and professionals.

The categorisation of schools has been aided by the introduction of a 'Schools Causing Concern' database.

Within the Health Authority, progress has been made in improving the provision for Child and Adolescent Mental Health Service (CAMHS) as well as progress in maintaining a single health record for those children and young people with special educational needs and/or disability.

Risk management

Currently there are a few risks identified in the progress. These relate to actions 29 (Reduction in children missing education) and 30 (Parents make informed choices about elective home education). In order to mitigate the impact, approval has been given to recruit an experienced interim to take this work forward.

Certain actions around communication and engagement were delayed as responses to surveys were slow being returned. Also, there was a delay in setting up a Parent /carers and young people group to identify the types of information that were needed to make them feel better informed. Once again, although certain actions went beyond the milestone, mitigation will ensure the overall completion date is on track.

The main area where there is delay is within the funding of Special provision in mainstream schools, special schools and resource bases. Although significant work was undertaken by a working party of the Schools Forum, leading to the production of a Graduated Response, where different needs, at different levels could be identified in different bands, unfortunately, the responses in the audit and the moderation needed greater time to perform an accurate analysis. This meant that financial modelling could not be done for introduction by April 2020.

It has been agreed by Schools Forum that a transition model will be put in place for April 2020 with the full financial model in place for 2021. This is the final completion date for this project in the WSoA.

Future Work

A major emphasis is planning to avoid going beyond milestones for actions. The 1:1 meetings with Workstream Leads and the Workstream Team meetings are directly related to identifying where there may be risks emerging and looking to ameliorate them.

We have our first monitoring by the Department for Education (DfE) on February 20th 2020 when Charlie Palmer will visit to discuss progress and to attend a meeting of the Local Area Improvement Board.

Graham Pirt

SEN Specialist.

Walsall Written Statement of Action (WWSOA)
Key Performance Indicator Framework

Appendix 1

This table summarises the key performance indicators relating to children with special educational needs in Walsall.

Indicator	Target	2019	Dir of Travel (Good is)	2018	2017	Stat Neighbour	West Midlands	England	Comments
SEN Population in Schools									
Percentage of pupils who require SEN support (Primary)	In line with comparators 12.5% - 13.5%	12.0% (2019)	↑	11.6%	10.5%	13.5%	13.4%	12.6%	The percentage of pupils with identified SEN at primary and secondary school who receive SEN Support is increasing but remains below that of statistical neighbours and the England average. This suggests that there are still pupils in Walsall schools who have SEN which remains unidentified and unsupported.
Percentage of pupils who require SEN support (Secondary)	In line with comparators 10.5% - 11.5%	9.9% (2019)	↑	9.5%	10.0%	11.7%	11.6%	10.8%	
Percentage of pupils who require SEN support (Total)	In line with comparators 11.5% - 12.5%	10.9% (2019)	↑	10.4%	9.9%	12.8%	12.6%	11.9%	
Percentage of pupils who have an EHCP (Primary)	In line with comparators 1.5% - 1.8%	1.5% (2019)	↑	1.3%	1.2%	1.5%	1.2%	1.6%	The percentage of pupils with SEN who have an EHCP at primary school is increasing and is now in line with statistical neighbours and only slightly below the England average suggesting that children with the most severe needs are identified and have plans to provide the support that is required.
Percentage of pupils who have an EHCP (Secondary)	In line with comparators 1.5% - 1.8%	1.4% (2019)	↑	1.3%	1.2%	1.7%	1.4%	1.7%	
Percentage of pupils who have an EHCP (Total)	In line with comparators 3.0% - 3.5%	2.8% (2019)	↑	2.5%	2.4%	3.3%	3.1%	3.1%	However, at secondary school and overall the proportion of children with an EHCP remains below that of comparators indicating that there may still be children at secondary school in Walsall, with severe needs who are either not receiving any support or are receiving support at the wrong level for their needs.
EHCP Processes Managed by the Council									
Number of children with an EHCP maintained by the LA		2135 (as of 30 th Nov 19)	↑	2017	1747		39,570	353,955	The number of children with an EHCP maintained by Walsall is increasing and has risen by 22% since December 2017, however, the number of requests for assessment is falling.
Number of new EHCPs in the year		250 (rolling 12mths total as of 30 th Nov 19)	↓	315	256		4,711	48,907	This indicates that fewer children are having plans ended and further analysis needs to be undertaken in this area – however, when considered alongside the increasing percentage of primary school children with plans, it is likely to be due, at least in part, to children receiving plans at a younger aged and therefore having a plan in place for a longer period of time.






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Indicator	Target	2019	Dir of Travel (Good is)	2018	2017	Stat Neighbour	West Midlands	England	Comments
Number of requests for assessments		524 (rolling 12mths total as of 30 th Nov 19)	↑	491	412		1,876	17,890	The number of requests for assessment has increased and the percentage of assessments is falling – this indicates that the number of new plans and total number of children with plans may increase in the coming months as these assessments are completed.
Percentage of assessments refused	25% or lower	17.2% (rolling 12mths as of 30 th Nov 19)	↓ (Lower)	32.6%	14.1%		25.0%	24.7%	However, the number of assessments completed in the last 12 months is falling, as is the percentage that result in an EHCP.
Number of assessments completed		242 (rolling 12mths total as of 30 th Nov 19)	↓	341	264		4,714	48,907	These indicators will need to be closely monitored and further analysis will be needed to ensure that assessments are being completed appropriately and that the outcomes are correct.
Percentage of assessments which resulted in an EHCP being issued	95% or higher	90.0% (rolling 12mths as of 31 st Oct 19)	↓ (Higher)	92.4%	97.0%		94.9%	94.8%	
Percentage of EHCPs issued within 20 weeks (exc exceptions)	60% or higher	4.4% (rolling 12 mths as of 30 th Nov 19)	↓ (Higher)	34.6%	25.4%	49.4%	58.4%	60.1%	Timeliness of EHCP plans is very low – just 11 out of 250 plans have been issued within 20 weeks in the past 12 months. 38.4% (96 out of 250) were issued within 30 weeks.
Percentage of EHCPs issued within 20 weeks (inc exceptions)	60% or higher	4.4% (rolling 12 mths as of 30 th Nov 19)	↓ (Higher)	34.6%	25.4%	46.5%	57.5%	58.0%	The improvement of EHCP timeliness is a key focus of the WSOA and it continue to be closely monitored.
Complaints, Mediations and Tribunals									
Number of complaints	To reduce by 30%	52 (May – October)							We now have a six month baseline for complaints. Between May and October an average of 8.7 complaints have been received each month. The highest number of complaints was received in May 2019 when 14 complaints were received, the lowest number of complaints in a month was six received in August and October
Number of mediations	To reduce by 50% (to 19)	Not yet available for 2019		38	5		511	3,202	Work is ongoing to accurately capture in year mediation and appeal data. Currently this is reported from published data.










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Number of mediations which lead to appeal		Not yet available for 2019		23	2		154	845	
Percentage of mediations which lead to appeal	30% or lower	Not yet available for 2019		60.5%	40.0%		30.1%	26.4%	
Appeal rate to the SEND tribunal based on appealable decisions	To maintain result below the national average	Not yet available for 2019 Due June 2020		1.0%	0.9%	0.9%	-	1.6%	
Outcomes for children with SEND									
EYFS									
Percentage of children without an EHCP with a good level of development - SEN Support	28%	Not yet available for 2019	 (Higher)	24.0%	14.0%	26.9%	27.0%	28.0%	The proportion of children with SEN Support who are achieving a good level of development at the Early Years Foundation Stage increased between 2017 and 2018, but remains below comparators.
Percentage of children with an EHCP with a good level of development	5%	Not yet available for 2019	 (Higher)	0.0%	0.0%	6.7%	3.0%	5.0%	The proportion of children with an EHCP who achieve a good level of development at EYFS is minimal and below comparators.
Key Stage 2									
Percentage of children achieving expected standard in RWM no identified SEN	74%	Not yet available for 2019 – Due Dec 2019	 (Higher)	71.0%	61.0%	70.7%	72.0%	74.0%	The proportion of children without SEN that achieve the expected standard in Reading, Writing and Maths (RWM) improved in 2018 but remained below the regional and national averages.
Percentage of children achieving expected standard in RWM SEN Support	24%	Not yet available for 2019 – Due Dec 2019	 (Higher)	15.0%	11.0%	20.2%	22.0%	24.0%	The percentage of children who were in receipt of SEN Support that achieved expected standard in RWM increased in 2018 but remains significantly below that of comparators.
GAP - Percentage of children achieving expected standard in RWM - SEN Support	50% pts or lower	Not yet available for 2019 – Due Dec 2019	 (Lower)	56% pts	50% pts	50.5% pts	50% pts	50% pts	The gap between the percentage of children without SEN who achieved the expected standard and those with SEN Support increased to 56% in 2018 – this is higher than comparators.








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Percentage of children achieving expected standard in RWM EHCP	9%	Not yet available for 2019 – Due Dec 2019	 (Higher)	6.0%	3.0%	7.1%	7.0%	9.0%	The percentage of children who were in receipt of an EHCP that achieved expected standard in RWM increased in 2018 but remains below that of comparators.
GAP - Percentage of children achieving expected standard in RWM - EHCP	65% pts or lower	Not yet available for 2019 – Due Dec 2019	 (Lower)	65% pts	58% pts	63.6% pts	65% pts	65% pts	The gap between the percentage of children without SEN who achieved the expected standard and those with an EHCP increased to 65% in 2018 – this is in line with the national average but slightly bigger than statistical neighbours.
Key Stage 4									
Average Attainment 8 Score - no identified SEN	50	Not yet available for 2019 – Due Jan 2020	 (Higher)	46.50	46.40	46.67	48.50	49.90	The average Attainment 8 score for children without SEN increased slightly in 2018 but remains below comparators.
Average Attainment 8 Score - SEN Support	33	Not yet available for 2019 – Due Jan 2020	 (Higher)	29.70	28.70	29.86	31.60	32.20	The average Attainment 8 score of children who were in receipt of SEN Support increased in 2018 but remains below that of comparators.
GAP - Average Attainment 8 Score - SEN Support	No higher than 17 pts	Not yet available for 2019 – Due Jan 2020	 (Lower)	16.8 pts	17.7 pts	16.81 pts	16.9 pts	17.7 pts	The gap between the average Attainment 8 score of children without SEN and those with SEN Support fell in 2018 and is smaller than comparators. However, this should be understood in the context that performance for both groups is lower than comparators
Average Attainment 8 Score - EHCP	14	Not yet available for 2019 – Due Jan 2020	 (Higher)	11.20	9.30	12.93	12.00	13.50	The average Attainment 8 score of children who were in receipt of an EHCP increased in 2018 but remains below that of comparators.
GAP - Average Attainment 8 Score - EHCP	No higher than 36 pts	Not yet available for 2019 – Due Jan 2020	 (Lower)	35.3 pts	37.1 pts	33.74 pts	36.5 pts	36.4 pts	The gap between the average Attainment 8 score of children without SEN and those with an EHCP fell in 2018 and is smaller than national and regional comparators. However, this should be understood in the context that performance for both groups is lower than comparators.
Average Progress 8 Score - no identified SEN	0.05	Not yet available for 2019 – Due Jan 2020	 (Higher)	-0.12	-0.16	-0.08	0.01	0.08	The average Progress 8 score for children without SEN improved slightly in 2018 but remains lower comparators, demonstrating that Walsall children make less progress than their peers.
Average Progress 8 Score - SEN Support	-0.45	Not yet available for 2019 – Due Jan 2020	 (Higher)	-0.58	-0.61	-0.54	-0.45	-0.43	The average Progress 8 score of children who were in receipt of SEN Support increased in 2018 but remains below that of comparators.









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GAP - Average Progress 8 Score - SEN Support	No higher than 50 pts	Not yet available for 2019 – Due Jan 2020	 (Lower)	0.46 pts	0.45 pts	0.46 pts	0.46 pts	0.51 pts	The gap between the average Progress 8 score of children without SEN and those with SEN Support increased very slightly in 2018, is in line with comparators and slightly smaller than the national gap. However, this should be understood in the context that performance for both groups is lower than comparators
Average Progress 8 Score - EHCP	-1.10	Not yet available for 2019 – Due Jan 2020	 (Higher)	-1.14	-1.13	-1.10	-1.09	-1.09	The average Progress 8 score of children who were in receipt of an EHCP fell slightly in 2018 and remains below that of comparators.
GAP - Average Progress 8 Score - EHCP	No higher than 1.15 pts	Not yet available for 2019 – Due Jan 2020	 (Lower)	1.02pts	0.97pts	1.02pts	1.1pts	1.17 pts	
Key Stage 5									
% 19 year olds qualified to level 2 inc E&M - no identified SEN	75%	Not yet available for 2019 – Due April 2020	 (Higher)	67.70	70.70	70.34	73.70	75.50	The proportion of 19 year olds without SEN that achieved a level 2 qualification including English and Maths fell in 2018 and is below the regional and national averages.
% 19 year olds qualified to level 2 inc E&M - SEN Support	35%	Not yet available for 2019 – Due April 2020	 (Higher)	19.90	19.00	28.90	33.60	35.60	The percentage of 19 year olds who were in receipt of SEN Support that achieved a level 2 qualification including English and Maths increased slightly in 2018 but remains significantly below that of comparators.
GAP - % 19 year olds qualified to level 2 inc E&M - SEN Support	No higher than 40% pts	Not yet available for 2019 – Due April 2020	 (Lower)	47.8% pts	51.7% pts	41.44% pts	40.1% pts	39.9% pts	The gap between the percentage of 19 year olds without SEN who achieved the level 2 qualification and those with SEN Support fell in 2018 largely due to decreased attainment among young people without SEN. Even with the decrease the gap remains higher than that of comparators.
% 19 year olds qualified to level 2 inc E&M - EHCP	12.5%	Not yet available for 2019 – Due April 2020	 (Higher)	4.60	11.50	12.15	12.40	14.80	The percentage of 19 year olds who were in receipt of and EHCP that achieved a level 2 qualification including English







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GAP - % 19 year olds qualified to level 2 inc E&M - EHCP	No higher than 62.5% pts	Not yet available for 2019 – Due April 2020	 (Lower)	63.1% pts	59.2% pts	58.19% pts	61.3% pts	60.7% pts	and Maths decreased significantly in 2018 and is lower than comparators. The gap between the percentage of 19 year olds without SEN who achieved the level 2 qualification and those with and EHCP increased in 2018 and is higher than comparators.
% 19 year olds qualified to level 3 - no identified SEN	62%	Not yet available for 2019 – Due April 2020	 (Higher)	54.60	55.80	55.85	61.50	63.10	The proportion of 19 year olds without SEN that achieved a level 3 qualification fell in 2018 and is below the regional and national averages.
% 19 year olds qualified to level 3 - SEN Support	30%	Not yet available for 2019 – Due April 2020	 (Higher)	20.60	19.50	23.39	30.00	30.80	The percentage of 19 year olds who were in receipt of SEN Support that achieved a level 3 qualification increased in 2018 but remains significantly below that of comparators.
GAP - % 19 year olds qualified to level 3 - SEN Support	No higher than 32% pts	Not yet available for 2019 – Due April 2020	 (Lower)	34% pts	36.3% pts	32.5% pts	31.5% pts	32.3% pts	The gap between the percentage of 19 year olds without SEN who achieved the level 3 qualification and those with SEN Support fell in 2018. However, this was as much due to a decrease in attainment for young people without SEN as any improvement for those with SEN. Even with the decrease the gap remains higher than that of comparators.
% 19 year olds qualified to level 3 - EHCP	12%	Not yet available for 2019 – Due April 2020	 (Higher)	10.10	7.10	9.52	11.90	13.20	The percentage of 19 year olds who were in receipt of and EHCP that achieved a level 3 qualification increased in 2018 and is higher than statistical neighbours but remains lower than regional and national comparators.
GAP - % 19 year olds qualified to level 3 - EHCP	No higher than 50% pts	Not yet available for 2019 – Due April 2020	 (Lower)	44.5% pts	48.7% pts	46.33% pts	49.6% pts	49.9% pts	The gap between the percentage of 19 year olds without SEN who achieved the level 3 qualification and those with and EHCP decreased in 2018 and is lower than comparators.
Education and Training									
16 and 17 year olds with SEN in education and training	Maintain above 90%	Not yet available for 2019 Due Oct 2020	 (Higher)	89.6	90.5	88.8	91.0	88.6	The proportion of 16 and 17 year olds with SEN in education and training fell slightly in 2018 and is slightly below the regional average but higher than statistical neighbours and the England average.
% of KS4 Non-SEN cohort going to or remaining in education, employment or training overall	95% or higher	Not yet available for 2019 Due Oct 2020	 (Higher)	94.0	94.0	93.4	94.0	95.0	The proportion of 17 year olds without SEN from the KS4 cohort that go onto or remain in education, employment or training remained stable in 2018. Performance is higher than statistical neighbours, in line with regional comparators but slightly lower than the England average.

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% of KS4 SEN Support cohort going to or remaining in education, employment or training overall	88% or higher	Not yet available for 2019 Due Oct 2020	 (Higher)	90.0	88.0	87.9	89.0	89.0	The proportion of 17 year olds with SEN Support from the KS4 cohort that go onto or remain in education, employment or training increased 2018. Performance is higher than comparators
% of KS4 EHCP cohort going to or remaining in education, employment or training overall	91% or higher	Not yet available for 2019 Due Oct 2020	 (Higher)	91.0	90.0	89.1	91.0	91.0	The proportion of 17 year olds with an EHCP from the KS4 cohort that go onto or remain in education, employment or training increased 2018. Performance is higher than statistical neighbours and in line with regional and national average
Attendance and Exclusions									
Primary Persistent Absence rate- All Pupils	8.5%	11.16 (Academic year - as of 30 th Nov 19)	 (Lower)	9.00	8.80	9.88	9.20	8.70	So far in the 2019-20 academic year, persistent absence for primary school pupils has increased to 11.16%. However, it should be noted that absence rates can be higher at the start of the year and reduce throughout the year as the number of available sessions increases.
Secondary Persistent Absence rate- All Pupils	13.5%	12.80 (Academic year - as of 30 th Nov 19)	 (Lower)	15.00	14.00	15.30	14.00	13.90	So far in the 2019-20 academic year, persistent absence for secondary school pupils is 12.80%. This is better than 2017 and 2018 performance and better than comparators.
Primary Overall Absence Rate- All Pupils	4.0%	4.05 (Academic year - as of 30 th Nov 19)	 (Higher)	4.30	4.10	4.37	4.30	4.20	So far in the 2019-20 academic year, overall absence for primary school pupils is 4.05%. This is better than 2017 and 2018 performance and better than comparators.
Secondary Overall Absence Rate- All Pupils	5.5%	5.23 (Academic year - as of 30 th Nov 19)	 (Lower)	5.70	5.60	5.83	5.50	5.50	So far in the 2019-20 academic year, overall absence for secondary school pupils is 5.23%. This is better than 2017 and 2018 performance and better than comparators.
Primary Fixed term Exclusions - All Pupils (%)	To reduce to below 260	0.17 (45) (Academic year - as of 30 th Nov 19)		1.53 (438)	1.67		1.56	1.40	This indicator measures the number of fixed term exclusions as a percentage of pupils – all periods of exclusion are counted, even if a single pupils has had multiple exclusions.
Primary Fixed term Exclusions – SEND (%)	To reduce and be in line with pupils without SEN	0.50 (20) (Academic year - as of 30 th Nov 19)		To be established	To be established				It is too early in the year at present to determine whether the number of exclusions are reducing. Further analysis will be undertaken to understand whether there are reductions compared to the same period last year and to better understand seasonal factors.

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Secondary Fixed term Exclusions - All Pupils (%)	To reduce to below 1000	1.24 (215) (Academic year - as of 30 th Nov 19)		7.56 (1,581)	7.59		8.95	10.1	44% of primary school fixed term exclusions and 23% of secondary fixed term exclusions have been for pupils with SEND.
Secondary Fixed term Exclusions – SEND (%)	To reduce and be in line with pupils without SEN	2.13 (49) (Academic year - as of 30 th Nov 19)		To be established	To be established				
Primary Permanent Exclusions - All Pupils (%)	To reduce to below 8	0.02 (5) (Academic year - as of 30 th Nov 19)		0.03 (10)	0.07		0.05	0.03	<p>This indicator measures the number of permanent exclusions as a percentage of all pupils.</p> <p>It is too early in the year at present to determine whether the number of exclusions are reducing. Further analysis will be undertaken to understand whether there are reductions compared to the same period last year and to better understand seasonal factors.</p> <p>40% of primary school permanent exclusions and 28% of secondary permanent exclusions have been for pupils with SEND.</p>
Primary Permanent Exclusions - SEND (%)	To reduce and be in line with pupils without SEN	0.05 (2 E&K) (Academic year - as of 30 th Nov 19)		To be established	To be established				
Secondary Permanent Exclusions - All Pupils (%)	To reduce to below 40	0.10 (18) (Academic year - as of 30 th Nov 19)		0.23 (49)	0.24		0.24	0.20	
Secondary Permanent Exclusions - SEND (%)	To reduce and be in line with pupils without SEN	0.22 (5 E&K) (Academic year - as of 30 th Nov 19)		To be established	To be established				